

LESSON PLAN TEMPLATE: Transform RI- Day 3

Standard 1: Planning and Preparation

Component 1.1: Demonstrating Knowledge of Content & Students

Performance Indicators	Educator Evidence
<p>1.1a <i>Knowledge of Content</i> RIPTS 1,2,3,4,5 INTASC 4,5</p>	<p>List important concepts/skills addressed in this lesson:</p> <ol style="list-style-type: none"> 1. Present your plan using a form of digital media to engage and persuade your audience <p>Describe how lesson concepts are related to other disciplines: The skills listed above can be found in <i>all</i> content areas within the Common Core, spanning from Grades 9-12: Using Digital Media to Communicate & Persuade</p>
<p>1.1b <i>Knowledge of Students</i> RIPTS 1,2,3,4,5 INTASC 1,2</p>	<p>OVERVIEW OF STUDENTS: Give a brief overview of the students involved in the lesson (i.e., student skills, knowledge, interests, cultural background, specific learning needs, linguistic considerations).</p> <p style="text-align: center;"><i>This will change based on the students in each individual classroom</i></p>

Standard 1: Planning and Preparation

Component 1.2: Establishing Instructional Outcomes

Performance Indicator	Educator Evidence

<p><i>RIPTS 1,2,3,4,5</i> <i>INTASC 1,2,4,5,7</i></p>	<p>INSTRUCTIONAL OUTCOMES</p> <ul style="list-style-type: none"> ● Describe how this lesson is aligned to the general curriculum. <ul style="list-style-type: none"> ○ This lesson aligns with the standards below as they are written in the common core curriculum used by academic institutions nationwide. Each standard is directly linked to the concepts and skills being taught: <ol style="list-style-type: none"> 1. Present your plan using a form of digital media to engage and persuade your audience (W.9-10.6/11-12/6, SL.9-10.4/11-12.4, SL.11-12.5) ● What standards are addressed in this lesson? <p>Speaking and Listening Standards Addressed</p> <p>SL.9-10.4/11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.</p>
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Standard 1: Planning and Preparation
Component 1.3: Designing Coherent Instruction

<p>Performance Indicators</p>	<p>Educator Evidence</p>
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<p>1.3.a</p> <p><i>Learning Activities , Lesson Structure & Content-Related Pedagogy</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,4,5,7</p>	<p>DESCRIPTION OF THE LESSON:</p> <p>Provide an overview of the lesson:</p> <p>This lesson will be taught in 60 minutes. On the third and final day of this lesson cycle, students will be asked to start building and refining the multimedia presentation they want to use to present the information in their plan. As a class, teachers will ask students to pick a multimedia platform to work with, showing options from Google Slides to Prezi to Youtube and Vimeo. Students will watch “17 Killer Tips for Students Who Want to Stand Out” on Youtube as a class and discuss briefly what may work for them. The remainder of the class period will be spent “Making it Their Own,” where they will work on chromebooks to build their presentations for submission. Be sure to provide the option for turning their narrative plan into a longer, organized written essay--introducing themselves and their goals, incorporating their plan, and providing a concluding statement.</p> <p>As students work on “Making it Their Own,” teachers must circulate and help students troubleshoot and revise their work.</p> <p>What evidence based practices (i.e. collaborative teaching, responsive feedback, modeling, instructional scaffolding, digital learning) are identified in this lesson to support student diversity (i.e. special needs and abilities, cultural, linguistic and racial identities?)</p> <p>This lesson uses the following evidence based practices: individualized student conferencing, student ownership over content, the revision and editing process, responsive feedback, collaboration and workshopping.</p>
<p>Performance Indicators</p>	<p>Educator Evidence</p>

<p>1.3.a</p> <p><i>Learning Activities , Lesson Structure & Content-Related Pedagogy</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,4,5,7</p>	<p>SUMMARIZE THE LEARNING ACTIVITIES IN THIS LESSON</p> <p>Step 1: Describe Step 1 Do Now: Post the question for students: “What is your favorite way to present?” After they have answered, engage in a brief discussion, addressing the different formats and media use students can explore. (10 minutes)</p> <p>Step 2: Describe Step 2 Make it Your Own: Allow students to select a format for their presentation based on the last discussion. Tell students they will be using their “plans” they have worked on as the information for their presentation. The research and details will need to be presented in an interesting, unique, and individual way. Encourage this as you circulate the room, reminding students to tap into their individuality to help their presentation and application stand out. (50 minutes)</p>
<p>1.3.b</p> <p><i>Instructional Materials and Resources</i></p> <p>RIPTS 1,2,3,4,5</p> <p>INTASC 1,2,7</p> <p>CEC 1,2,5</p>	<p>INSTRUCTIONAL MATERIALS/RESOURCES/TECHNOLOGY</p> <ul style="list-style-type: none"> ● Chromebooks for each student ● Projector for Classroom Teacher to present ● Revised and Written Plans <p>Describe how instructional materials and resources consider student abilities, cultural, linguistic and racial identities: All listed instructional materials and resources must be provided to all students to ensure equality among student learning within the classroom. These resources and materials consider the needs of various learning styles and levels, engaging in visual guides, whole class discussions-small group discussions and work, and independent writing.</p>

<p>1.3.c Instructional Groups RIPTS 1,2,3,4,5,9 INTASC 1,2,7</p>	<p>PREREQUISITE SKILLS Describe the prerequisite skills needed for this lesson's success: Students will need to be familiar with classroom routines and procedures, and have a safe and supportive working relationship with one another and their teacher in order to engage and connect to the content of the lesson's discussions and assessments. They will need to be able to access the technology and the language well enough to construct their own multimedia presentations using digital resources. If students were not present during the previous lesson(s), they will need to conduct the brainstorming and planning work in order to move forward with the presentation.</p>
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Standard 1: Planning and Preparation
Component 1.4: Designing Student Assessment

<p>Performance Indicators</p>	<p>Educator Evidence</p>
<p>1.4 Designing Student Assessment RIPTS 4,5,9 INTASC 2,8,6</p>	<p>ASSESSMENT Describe and include assessments that will be used to assess student progress of learning outcomes.</p> <ul style="list-style-type: none"> ● Summative Assessment: at the end of the lesson, students will produce a multimedia presentation, video, or an essay to clearly and coherently present their idea(s) for the use of funding if they win. <p>Explain how these assessments align to the outcomes of the lesson:</p> <ul style="list-style-type: none"> ● The level of creativity and commitment to the assignment will be evident in the final product students construct during today's lesson. ● They will need to include their emotional investment in this opportunity and the application process in order to complete it with the passion and integrity needed to be considered and to make a difference. <p>How does information from assessments inform your instruction?</p> <ul style="list-style-type: none"> ● In conferencing with students, teachers will be able to individually assess whether they are on track to completing their presentations proficiently. ● The performance based assessment at the end of the lesson will inform the educator whether or not the student has a deep understanding of the task at hand as well as the communication skills necessary to work further with their plans. <p>How do the planned assessments consider diversity of students (i.e. special education needs, cultural, linguistic and racial identities)?</p> <ul style="list-style-type: none"> ● Being that the lesson is based on what resources and plans would students want to improve their schools, the consideration towards diversity is inherent in that it will force them to consider the benefit of their whole community: not solely themselves. The question asks what the school needs to improve-- and thus forces students to think about <u>all</u>

	<p>members of the school community--inclusive of <u>all</u> learners. The research modeled as a whole group and then completed in small groups will help students see and understand the many diverse learners in their school.</p>
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